

Carleton University
Fall/Winter 2019–2020
Department of English

FYSM 1004 A: Literature, Genre, Context
Prophecy, Protest, and the Dystopian Aesthetic

Prerequisites: normally restricted to students entering the first year of a B.A., B.Cog.Sc., B.Co.M.S., B.Econ, or B.G.In.S. program

Preclusions: ENGL 1000, ENGL 1100, ENGL 1200, ENGL 1300, ENGL 1400, and ENGL 1600

Tuesdays & Thursdays, 4:05-5:25pm

Location: *Please confirm location on Carleton Central*

Instructor: Dr. Morgan Rooney

Office: 1915 DT

Email: cuLearn / morgan.rooney@carleton.ca

Office Hours: Wednesdays, 4:30-6:00pm

COURSE DESCRIPTION:

Cutting across national boundaries and spanning a number of centuries, narratives about and poetic visions of ruined, collapsing, authoritarian, and/or totalitarian societies—whether situated in our future or in alternate realities—have occupied the imaginations of many prose fiction writers, graphic novelists, poets, and dramatists. Arguably, in their different ways, they share common concerns: how can humans best organize themselves to balance the desire for freedom with the need for security? What do the modes of thought that seem to disrupt that balance look like, and how ought we to countermand them? In this course, we will study a select output of literary works that exemplify what we might call the “dystopian aesthetic”—that is, literature that critically examines the ways in which socio-political orders are constructed, maintained, and undermined; that considers the consequences of certain ways of thinking and organizing; and that also often points to the values, actions, and frameworks that might help to remedy or avoid the terrible outcomes that this literature often foregrounds.

This course is cuLearn supported. cuLearn is a virtual extension of the classroom, and you are expected to be familiar with everything circulated by its means. Be sure to check out our course page at least 2-3 times a week.

The Department of English has designed FYSM 1004 a “writing-attentive” course. That means that students in this course must

- Spend a significant amount of class time learning, and improving, university-level forms of thinking and writing, particularly essay-writing skills, that will concentrate on the following:
 - establishment of university-level expectations for grammar and syntax
 - establishment and refinement of literary-critical skills through close analysis of texts from a variety of genres
 - generation and proof of an argumentative thesis across an essay
 - establishment and refinement of sophisticated ideas and opinions using proper, correct, and effective academic English style
 - use and citation of primary literary texts in appropriate and convincing ways
 - development of fluency in and facility with genre-specific literary terminology
 - introduction to the fundamentals of secondary research (including critical evaluation, use, and citation of academic sources)

- Complete a minimum of two graded writing assignments per term, in which they will be expected to demonstrate the above skills
- Write at least one 3-hour formally scheduled examination

LEARNING OUTCOMES:

By the end of this course, successful students will have demonstrated their ability to:

- Write essays on literary topics that employ the techniques of an effective essay. This includes the ability to:
 - write effective introductions, thesis statements, and direction statements
 - organize arguments in a coherent fashion, using complementary but distinct subpoints that derive from the texts being analyzed
 - write paragraphs that effectively use topic sentences, transitions, and concluding sentences
- Develop sustained analytical readings of literary texts that are informed by close readings of primary texts. This includes the ability to:
 - identify the formal/generic features of works under study, and explain the significance of authors' choices of form/genre
 - identify authors' deployment of various literary devices (symbolism, foreshadowing, and so on), and explain their significance to their texts
 - explicate and analyze passages from literary texts in support of an argument
 - document all engagements with primary texts using the latest MLA style
- Engage with secondary research responsibly and effectively to shape and advance arguments about literary texts. This includes the ability to:
 - differentiate between scholarly and non-scholarly sources
 - conduct research using appropriate strategies and search tools
 - document all engagements with secondary texts using the latest MLA style
 - explicate and analyze passages from secondary texts in support of an argument
 - use the insights of secondary texts to shape and inform arguments and analyses
- Apply a sound understanding of literary terms to develop analytical readings of literary texts. This includes the ability to:
 - define, explain, and distinguish between those terms
 - identify and expand on relevant examples
 - use those terms appropriately in analyses in the assigned papers and exams
- Apply the elemental principles of English grammar to identify, explain, diagnose, and correct common sentence errors, in their own writing and that of others. This includes the ability to:
 - label and explain the parts of speech
 - identify, define, and differentiate between phrases, clauses, subordinate clauses, and independent clauses
 - identify and classify different sentence types
 - explain the grammatical function of all marks of punctuation, and diagnose and correct punctuation problems
- Display the habits of mind required for successful undergraduate study. This includes the ability to:
 - manage your time and responsibilities in a professional manner
 - engage with the words and ideas of others with academic integrity
 - make useful notes on the texts you read, to facilitate easy recall of information
 - apply an approach to composition that values drafting, reflection, and ongoing improvement
 - discuss different points of view respectfully and critically

REQUIRED TEXTS:

1. Katherine O. Acheson, *Writing Essays about Literature: A Brief Guide for University and College Students* (Broadview Press, 2010) **\$22.95**
2. Margaret Atwood, *The Handmaid's Tale* (1985; McClelland & Stewart, 2011) **\$14.95**
3. George Orwell, *Animal Farm* (1945; Penguin, 2008) **\$9.95**
4. Alan Moore and Dave Gibbons, *The Watchmen* (1986; DC Comics, 2019) **\$26.95**
5. Frank Miller, Klaus Janson, and Lynn Varley, *Batman: The Dark Knight Returns* (1986; DC Comics, 2016) **\$21.95**
6. Samuel Beckett, *Happy Days* (1961; Grove/Atlantic, 2013) **\$19.95**
7. Course pack (all poetry and short stories) **\$27.63**

All books, including the course pack, will be available at [Octopus Books](#), which is located at 116 Third Avenue, just off of Bank Street. For more information, call (613) 233-2589 or visit [online](#). Buy all of your books in the fall term, as the book store won't stock them in the winter. Note, too, that we'll have some additional readings (available at no cost) via cuLearn and ARES.

You also require access to a style manual (the *MLA Handbook* [LB 2369 .G52 2016]), a dictionary (the [Oxford English Dictionary](#)), a grammar aid (any of the following will do: Quitman Troyka and Hesse's *Simon and Schuster: Quick Access Reference for Writers* [PE 1408. T6965 2007], LePan's *Broadview Book of Common Errors in English* [PE 1460. L46 2003], or Hodges et al.'s *Harbrace College Handbook for Canadian Writers* [PE 1112. H37 1994]), and a dictionary of literary terms (Cuddon's *Dictionary of Literary Terms and Literary Theory* [PN 41. C83 1998] or Baldick's *Oxford Dictionary of Literary Terms* [PN41.C67 2008 or [e-text](#)]).

EVALUATION:

Note: all Portfolio Assignments, Grammar Quizzes, Essays, and Exams are mandatory. You must complete and submit all of them to receive a grade for the course.

Assignment	Percentage	Due Date
Participation (5% per term)	10%	Ongoing
Notebook Assignment (7.5% per term)	15%^	Ongoing
Grammar Quizzes (2, 2.5% per)	5%	Oct. 15 & Nov. 19
Portfolio Assignments (7 assignments: 1 online quiz, 1%; 1 close reading assignment, 3%; 2 peer reviews, 3% per; 2 reflections, 1% per; 1 annotated bibliography, 3%)	15%*	Sept. 19 (online quiz), Oct. 17 (close reading assignment), Oct. 31 (reflection #1—sample paper), Nov. 5 / 7 (peer review—Essay #1), Jan. 16 (reflection #2—Essay #1), Feb. 11 (annotated bibliography), Mar. 3/5 (peer review—Essay #2)
Essay #1	10%*	Nov. 28
Midterm Exam	15%^	TBA (exams are held Dec. 9 – 21)
Essay #2	15%*	Apr. 2
Final Exam	15%^	TBA (exams are held Apr. 12 –27)
Bonus Assignment—Incentive Program (attendance + reflection)	Up to 5 tokens‡	Ongoing—Fall Term Only

^ Students who achieve 80% or higher on Notebook Assignment will have the option to shift half the weight of the Midterm to the Final Exam.

* Students who achieve 80% or higher on the Writing Portfolio Assignments will have the option to shift half the weight of Essay 1 to Essay 2.

‡ See pp. 5-6 of this document for a description of the Token System for this course.

TEACHING APPROACH:

I teach in a way that doesn't just invite your participation, but rather that demands it. This is doubly true for a seminar course. In this class, you can expect me not to lecture at you in 80-minute intervals. Instead, I will be facilitating discussions and activities that require your involvement, and which will be broken up by occasional mini-lectures. The discussions and activities will give you opportunities to practice and develop the skills and content mastery announced in the learning outcomes, to measure the progress of your own learning, and to consolidate the knowledge and skills worked on in each class. Come prepared to be an active participant in your own learning. There can be no "passengers" in a seminar course.

COURSE POLICIES:

Attendance: Regular attendance is vital to securing a passing grade in any course, and that is especially true for a seminar course. The primary vehicle of instruction in a seminar is discussion, and you can't take part in discussions if you're not present. In addition, I use an active learning approach, which means no amount of notes or consultation will capture the learning experience of the classroom. A lot of what we do in class, too, connects directly to the assignments you'll be writing. Needless to say, you need to commit to regular attendance at the outset of the course. If you need further motivation, note the following two provisions: 1) if you miss 5 full classes in either term, I will award you with a 0 for your Participation grade for that term; and 2) if you miss 7 full classes in either term, I will award you with an "F" for the course (see [Section 5.1](#) of the Academic Regulations in the Undergraduate Calendar). Exceptions may be made, but only for students who provide official documentation and/or who have demonstrated commitment to the course.

During each of our meetings, I will circulate a sign-in sheet (or, once I learn everyone's names, take attendance myself). These sheets are the final authority on your attendance record. If you must leave early or arrive late, let me know in advance and you will get credit for that part of the class you attended—otherwise, failure to sign one of the sheets counts as an absence. Substantially late arrivals or early exits will be recorded and count towards your absence totals. Every two weeks or so, I will update the "Attendance Sheet" on cuLearn. It is your responsibility to keep up-to-date on this issue.

Note: anyone who misses class is responsible for catching up with missed material. I strongly recommend reviewing the slides for the class missed, getting notes from a friend, and/or seeking me out during office hours, at which time I'll direct you to relevant sources. In every scenario involving your absence, you're responsible for taking initiative to make sure your grade doesn't suffer.

Basic Preparation: As a matter of course, you are expected to 1) attend all class meetings and participate in all discussions and activities; 2) complete the scheduled readings beforehand and submit Notebook entries for at least 75% of those readings (with entries for longer texts being mandatory); 3) complete the scheduled readings beforehand; 4) arrive prepared to discuss what you have read; 5) bring the relevant text(s) to class; 6) prepare and bring to class any materials requested for in-class activities; and 7) have a piece of paper on hand in case of a pop quiz. I recommend taking notes on the discussions and mini-lectures, and keeping a record of the passages and terms we discuss in class. Writing in the margins of your books and marking off key passages as you read is also a good idea. Passages and terms discussed in class are likely to appear on quizzes and exams.

Classroom Etiquette: At our first meeting, we will discuss expectations that we have for one another regarding what happens during class time. We'll discuss and establish an agreed upon list of classroom rules, to be posted on cuLearn, on the subjects such as the following:

- How do we feel about food and drink in the classroom?

- What will be our position on laptops and cell phones in the classroom? How can we make sure that these don't detract from our attentiveness and engagement?
- What constitutes respectful behaviour in this class and how will we promote it? What constitutes disrespectful behaviour and what will we do to discourage it?

Assignment Submission: Some assignments completed outside of class time (Portfolio Assignments 1-3 & 5-6 and both Essays) are to be submitted online via the submission forms in cuLearn, while others (all Notebook Assignment entries, Portfolio Assignments 4 & 7, the reflections for the Bonus assignment) must be submitted in hard copy at the start of class. Grammar quizzes must be completed and submitted in class, while the exams must be completed and submitted during the set examination periods. There is no other acceptable way to submit these assignments.

For assignments that need to be submitted in paper form, if something comes up and you can't submit a paper copy in class, you should save your assignment as a PDF and email it to me. Assignments submitted this way will be accepted as on time, but students in this situation need to submit a duplicate paper copy to me as soon as possible. You can give it to me in person at the next class or during office hours, or you can just use the departmental drop box. Note that the paper copy submitted must be an exact duplicate of the electronic copy; in the event of any discrepancies, I will treat the date you submitted the paper copy as the actual date the assignment was submitted.

Note: in the rare event that your assignment is lost, misplaced, or not received, you're responsible for having a backup copy that can be submitted immediately upon request. Note as well that it is your responsibility to make sure your file functions properly: a corrupted file or a file type that I can't open will not be grounds for a penalty-free extension. Submit your files in .DOCX or .DOC format.

Extensions, Re-writes—The Token System: Every student in this class begins with 3 tokens for the entire course (both terms). These cannot be subdivided into halves or any other increment. You can use tokens to gain penalty-free extensions for mandatory Notebook entries, the Portfolio Assignments, and/or the Essays, or to submit a re-write for Essay #1, as follows:

- 1 token = a penalty-free 48-hour extension, relative to the original due date, on a Portfolio assignment, an Essay, and/or a mandatory Notebook entry (not eligible for non-mandatory entries). Note, however, that tokens cannot be used in the exam periods: all assignments must be submitted by 4:00pm by Dec. 8 (fall term) and April 11 (spring term).
- 2 tokens = submit a re-write of Essay #1. The re-write must be submitted 3 weeks after it was returned and will be scored using the same rubric as the original. Whatever mark you earn on the re-submitted paper will take the place of the mark you earned on the first version.

If you want to use a token for an extension, no action is required; the amount of time you use to complete the assignment after the original due date will automatically determine how many tokens you've used. To use tokens for a re-write of Essay #1, send me an email letting me know, and I'll follow up with instructions and a timeline for re-submission. I will track token usage, periodically providing the class with updates. Note that tokens can't be used for re-writes for other assignments, and that they can't be used to extend the deadline for any assignment into the exam period in either term.

Unused tokens will translate into bonus marks (1% per) added to your overall course total. Use your tokens wisely, therefore, and be careful not to drain your reserve too early in the course. To add to your token bank, see the description of the Bonus Assignment on p. 10 of this syllabus. For your own peace of mind, I urge you to add at least 2–3 extra tokens to your bank.

Late Assignments: Students can use some or all of their tokens to earn extensions on some assignments (i.e., the Portfolio assignments, the Essays, and mandatory Notebook entries)—see above. Note, however, that no assignment can be extended beyond 4:00pm on Dec. 8 (for fall term work) or 4:00pm on April 12 (for winter term work). Once a student has run out of tokens, any Portfolio assignment, Essay, or mandatory Notebook entry s/he submits late receives an automatic zero. Similarly, there is no late policy for non-mandatory Notebook entries, Exams, Grammar Quizzes, or any other assignment: if these are not completed on time, you will earn a zero (and in the case of exams, failure to write the exam will result in an automatic failure in the course). Special consideration may be given to students dealing with a protracted medical issue for which they can provide documentation.

Completion of Course: Take careful note of [Section 5.1](#) of the Academic Regulations in the Undergraduate Calendar: “To obtain credit in a course, students must satisfy the course requirements as published in the course outline.” For this class, if you have failed to submit all of the Portfolio Assignments, both Essays, and both Exams within the prescribed timelines, or if you have failed to comply with my attendance policy, you will fail the entire course.

Email: Use email only for quick questions, to set up alternate meeting times, or to handle personal issues (i.e., to advise me of a situation). If you want to discuss a paper (topic, thesis, outline, etc.), come to office hours. Email is not an effective means for dealing with such matters. There is not enough time before or after class to cover such issues adequately, either. Take advantage of office hours. I can also meet you online via BigBlueButton/Skype if needed.

I answer emails Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Be sure to provide a subject line and to limit yourself to the issues outlined above, and consult this syllabus and “Path to Success” document on cuLearn to see if they answer your question before you send your email. Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, you will not receive a reply until sometime on Monday morning at the earliest.

For questions your classmates might be interested in hearing the answers to, please post them on the “Ask the Instructor” forum on cuLearn. That way, I can answer the question once, for everyone.

Telephone: In general, avoid the phone altogether. I’m not in my office outside of announced times and have no voice messaging system. For all communications, use face-to-face interviews and email.

Grade Inquiries: I’m always willing to review assignments. My only rule on this subject is *No discussions about grades until 48 hours have passed after the assignment is returned*. That’s because you need time to process my feedback and to be prepared to engage with it in a conversation with me about it. Once you’ve done so, come see me during office hours. Note that I’ll be providing detailed feedback on all Portfolio assignments and essays, and we will take up the midterm together in class. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

For the exams, students may arrange for a time to peruse it, but they can’t remove, correct, or otherwise change it. It must remain, as is, with the department.

Final Grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Copyright: My lectures and course materials (including all PowerPoint presentations, handouts, and similar materials) are protected by copyright. I am the exclusive owner of copyright

and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

Academic Integrity: The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

It is your responsibility to know what constitutes academic fraud: for more information, see the Registrar’s Office’s information on [Academic Integrity](#) as well as [Section 10](#) of the Academic Regulations described in the Undergraduate Calendar.

ASSIGNMENT DETAILS:

Assignment Specifications: Formatting instructions for individual Portfolio Assignments will vary and will be provided for each; generally speaking, the specifications for such assignments are less particular. The Essays, however, must conform to the following specifications:

- Times New Roman, 12-point font; double spaced; one-inch margins (sides, top, and bottom); page numbers in the upper right corner; no extra spaces between paragraphs
- A first page formatted according to MLA style (8th edition), which means including the following pieces of information: the title of the essay (one that reflects the paper’s contents/thesis, not just “Essay”), student name, course code, instructor’s name, and date of submission
- Proper documentation of sources (MLA style, 8th edition)

Note: failure to comply with these specifications will result in deductions of up to 10%. It is folly to throw away these marks. Format your essay manuscripts to request.

Participation (10%): Meaningful class participation is a multi-faceted exercise. At base, it requires consistent attendance: you can’t contribute consistently if you’re not consistently in class. To participate meaningfully, students also need to have read and reflected on the assigned text(s) for the day before class so that their contributions can have value. Nor is merely contributing enough: students’ contributions must add to the ongoing discussion instead of, for example, repeating some prior point or making an off-topic point. Another facet of participation is consistently and respectfully listening to others; such attentiveness is communicated through body language (e.g., eye

contact with speakers, full attention given to speakers, mentally preparing responses or questions to speakers, and so on). Your level of engagement during in-class activities, too, is another aspect of class participation. Your participation grade will be determined by your performance in each of these areas (e.g., attendance, preparedness, quality of class contributions, attentiveness and listening, and engagement in the in-class activities). A fulsome rubric for participation is available on cuLearn. At about the midway point of each term, I will provide you with a breakdown of what your participation grade would be based on your performance as of that date; this will give you the opportunity to make adjustments to your in-class participation before I assign a final grade.

Notebook Assignment (15%; min. of 18 [fall] or 11 [winter] entries per term, 7.5% per term):

The Notebook Assignment requires you to create notes for each of our assigned readings, using the appropriate template from cuLearn for each reading. I will provide feedback on your first few entries, to guide expectations, but what I assess in the end is the final product—i.e., your collection of notes at the end of each term. The minimum requirement for your Notebook is entries for ~75% of our readings—i.e., 18 of our 24 readings in the first term and 11 of our 14 readings in the second term, with entries for all longer texts (Rosengarten & Goldrick-Jones, Barbauld, Eliot, Wise & Walker, Beckett, Lynch & Rampton, Orwell, Atwood, McCloud x2, Miller, and Moore) being mandatory.

Each entry

- is due, in *paper* form, at the *start of class* (4:05pm) on the *first day* we are scheduled to discuss the text in question—no exceptions. See the assignment description for the full schedule.
- must be *formatted as requested* (single spaced, 12-point Times New Roman font, minimal white space) and meet minimum requirements for *length*
- must follow the *appropriate template* (poem, play, novel, short story, other), answering all prompts
- must provide notes that correspond to the content of the assigned text AND that provide ample evidence of direct, ongoing engagement with the source; that means providing quotations (words, phrases, sentences) as well as accurate citations that link your observations to specific parts of the text you're making notes on; *engagement with other outside sources is neither required nor desired*

*NOTE: how well one does in the Notebook Assignment is largely a function of time-on-task. This course will reward this work, as well as improvement. Accordingly, students who score 80% (12 out of 15) or higher on this assignment will earn the right to shift half (7.5%) of the weight of the Midterm Exam to the Final Exam (i.e., the Midterm Exam's weight will be reduced to 7.5% and Essay #2's increased to 22.5%).

Grammar Quizzes (5%—2 quizzes, 2.5% per): The two grammar quizzes, each worth 2.5% and held on Oct. 15 and Nov. 19, will cover basic matters in grammar and common sentence errors. The sample quizzes on cuLearn will provide you with a sense of the content and structure of each quiz.

Portfolio Assignments (15%—7 assignments, 1-3% per): The Portfolio Assignments consist of 7 separate assignments, worth 1-3% a piece, as follows:

1. One Online Quiz, 1% (due Sept. 19, 4:05pm): the quiz is located [here](#). Once you successfully complete the quiz, you will earn a certificate. Save the certificate as a PDF and submit it on cuLearn for 1%.
2. One Close Reading Assignment, 3% (due Oct. 17, 4:05): students will write a 750-1000 word analysis of a poem or section of a poem not analyzed in class. No secondary sources are required or allowed. You will have a few options from which to choose. Your goal will be to perform a focused,

line-by-line close analysis of a given poem (if short) or section of a poem (if longer). A rubric will be provided on cuLearn—review it carefully before submitting your assignment via cuLearn.

3. Two Peer Reviews, 3% per (Nov. 5/7 & Mar. 3/5): 4~ weeks in advance of each essay, you will take part in a 3-step peer review exercise. Worth 3%, the in-class portions of these assignments will take place on Nov. 5 & Mar. 3, while the assignments themselves will be submitted in paper form on Nov. 7 & Mar. 5. The process for each is as follows:
 - a. Create an outline for your essay using a template provided (before Nov. 5 & Mar. 3);
 - b. Come to class, exchange outlines with a peer, and review each other's work using a form provided, providing written and oral feedback (on Nov. 5 & Mar. 3);
 - c. After class, reflect on your partner's feedback and produce a reflective document that follows a template provided. This piece should be 1.5-2 pages long if single spaced, or 3-4 pages long if double spaced (due on Nov. 7 & Mar. 5); and
 - d. At the start of class on the due dates (Nov. 7 & Mar. 5), hand in all three documents stapled together (the original outline, your partner's feedback form, and your reflection piece); make sure you and your partner(s) names are prominently displayed on p.1.
4. Two Reflections, 1% per (Oct. 31 & Jan. 16, 4:05pm): you will write 2 reflections over the course of the year, each 500–750 words (1.5–2 pages) long. In the first one, you will reflect on the sample student paper(s) provided. In the second, you will reflect on the feedback provided on Essay #1 and, more generally, the experience of writing that essay. Rubrics will be provided on cuLearn for each—review them carefully before submitting your reflection via cuLearn.
5. One Annotated Bibliography, 3% (Feb. 11, 4:05pm): you will conduct research on the subject you have elected to write Essay #2 on, looking for 8 recent, relevant, scholarly secondary sources. You will then create a Works Cited that follows MLA guidelines (8th edition) and provide ~10-sentence annotations that summarize the main arguments of each source and that reflect on the possible relevance of each source for your upcoming paper. A rubric will be provided on cuLearn—review it carefully before submitting your assignment via cuLearn.

*NOTE: how well one does in the Portfolio Assignments is largely a function of time-on-task. This course will reward this work, as well as improvement. Accordingly, students who score 80% or more (12 out of 15), collectively, on these 7 assignments will earn the right to shift half of the weight of Essay #1 to Essay #2 (i.e., Essay #1's weight will be reduced to 5% and Essay #2's increased to 20%).

Essay #1 (10%): Essay #1 will be 1250 words (~4 pages) and is due on Nov. 28 at 4:05pm. This assignment is an exercise in close reading, with no secondary criticism (beyond reference works such as dictionaries, dictionaries of literary terms, and other reference works we explicitly discuss in class) allowed. Essay topics as well as further instructions will be available on cuLearn well in advance of the deadline. A rubric will be provided on cuLearn—review it carefully before submitting your essay via cuLearn. Note that papers submitted on a topic that I haven't set or vetted will not be graded.

Essay #2 (15%): Essay #2 will be 2000 words (6–7 pages) long and is due on April 2 at 4:05pm. This paper will be a research essay, requiring you to engage with 3 relevant pieces of recent, scholarly, peer-reviewed criticism directly relating to your text of choice. Essay topics as well as further instructions will be available on cuLearn well in advance of the deadline. A rubric will be provided on cuLearn—review it carefully before submitting your essay via cuLearn. Note that papers submitted on a topic that I haven't set or vetted will not be graded.

Midterm (15%) & Final Exams (15%): The Exams are designed to test you on the seminar and reading materials for each term (non-cumulative). Each Exam will consist of multiple sections that require you to demonstrate having attained the learning outcomes announced above—i.e., you will be

asked to define terms, to explain the essay-writing concepts and theory introduced in Acheson's text, to identify and develop close readings of sight passages, to write short essays, and so on. All exams will be based on material covered in class and the assigned readings.

Note: the dates for exams (Dec. 9–21 & April 12–27) are set by the University. Absence from exams will only be excused in the event of serious extenuating circumstances for which you can provide documentation (such as accident, illness, bereavement, or religious accommodation). To secure a Deferral, you must submit supporting documentation in a timely fashion. Travel for business or pleasure is not considered a valid reason for failure to attend an exam. To that end, do not make travel plans for the exam periods until the dates of all your exams are known.

Bonus Assignment—Incentive Program (earn up to 5 additional tokens): This course is registered with the [Incentive Program](#) offered through the Centre for Student Academic Support (CSAS). CSAS Skill Development Workshops (face-to-face and online) are designed to help students cultivate and refine their academic skills for a university environment. Skill Development Workshops for the Fall 2019 term will be available starting September 10, 2019, and must be completed by December 6, 2019, to receive credit for the Incentive Program.

Each session (face-to-face or online) from the list below that you attend and write a reflection on (see the template on cuLearn—these are due one week after the date of the session you attended) during the Fall term will earn you 1 token, up to a maximum of 5 tokens, which can be used in either term for extensions and/or re-writes for specific assignments (for details, see p. 5 above), or cashed in at the end of the course for 1% bonus per:

- | | |
|--------------------------------|---|
| *Note-Taking | *Strategies for Proofreading |
| *Academic Reading | *Test and Exam Preparation |
| *Time Management | *Study Smarter: Strategies for Academic Success |
| *Writing for Academic Purposes | *Memory and Concentration |
| *Critical Thinking | |

Tokens are extremely valuable commodities in this course, so you are strongly encouraged to take advantage of this opportunity early in the Fall term so as to more than double your bank of tokens.

CSAS staff members lead and capture attendance for these workshops. To have your attendance recognized and recorded for a face-to-face workshop, you must show up to one of the sessions on time and remain for the duration; for an online workshop, you must pass a quiz at the end of the lesson (take extra care on this front: be sure you have fully completed the online module—take a screen shot of the completion page as evidence just in case). Towards the end of the fall term, CSAS provides me with information about attendance.

To see the complete Skill Development Workshop schedule, please visit mySuccess via [Carleton Central](#). You can also view your CSAS Skill Development Workshop attendance history at any time by logging into mySuccess. In addition to the CSAS Skill Development Workshops hosted on campus, CSAS offers several online workshops. If you are interested in participating in an online workshop, you can enroll through [the CSAS website](#).

Finally, please review the Incentive Program participation policies. You can find more information about these policies [here](#). If you have any questions related to the Incentive Program or the CSAS Skill Development Workshops, please contact CSAS at csas@carleton.ca or 613-520-3822.

SUPPORT SERVICES & ACCOMMODATIONS:

Writing Services: [Writing Services](#) offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 40-minute session, visit in person at the Centre for Student Academic Support (CSAS) on the 4th floor of the MacOdrum Library.

Centre for Student Academic Support (CSAS): The [CSAS](#) offers students a variety of free services, including academic skills workshops (online and face-to-face). To learn more about these services, visit the Centre on the 4th floor of the MacOdrum library, contact them by phone at (613) 520-2600, x.1125, or visit [online](#).

Foot Patrol: The Foot Patrol is a student-run, volunteer-based service available to Carleton students, free of charge. Its patrollers will escort you safely to your destination, whether on or off campus (provided that it is within 30-minutes' walking distance of campus). For more information, visit [online](#). To register for a Safe-Walk, call 613-520-4066 or visit in person at 426H UC.

Accommodations: You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- **Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.
- **Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.
- **Academic Accommodations for Students with Disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit carleton.ca/pmc.
- **Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit carleton.ca/sexual-violence-support.
- **Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit <http://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

CLASS SCHEDULE:

Readings for a given date are to be completed *in advance of* that day's class meeting. Be sure, too, to read any introductions provided for the authors/texts we are scheduled to cover this term. Codes:

- “CP” = this reading is in the course pack
- “ARES” = this reading is available via ARES (link on our cuLearn page)
- “cuLearn” = this reading is available via the “Additional Readings” tab on our course cuLearn page
- “NBE” / “NBEs” = Notebook entry / entries

Fall Term

Date	Readings	Other Topics, Important Dates
Thurs., Sept. 5		Introductions, academic integrity
Tues., Sept. 10	Rosengarten & Goldrick-Jones, “Reading Poetry” and Glossary (ARES)	*NBE #1 due
Thurs., Sept. 12	Rosengarten & Goldrick-Jones, “Reading Poetry” and Glossary, con’t; Acheson, Chapter 1 (pp.3–15)	*NBE #2 due
Tues., Sept. 17	Alexander Pope, from Book 4 of <i>The Dunciad</i> (CP); Jonathan Swift, “A Description of the Morning” (CP)	*NBEs #3 & 4 due Last day for registration and course changes for fall/winter courses
Thurs., Sept. 19	Acheson, Chapter 2 (pp.19–34); Swift, “A Beautiful Young Nymph Going to Bed” (CP)	*1 st Portfolio assignment (1%) due *NBEs #5 & 6 due
Tues., Sept. 24	Anna Laetitia Barbauld, “Eighteen-Hundred and Eleven” (CP)	*NBE #7 due
Thurs., Sept. 26	Barbauld, “Eighteenth-Hundred and Eleven,” con’t; William Blake, “London” and “Chimney Sweeper” (CP)	*NBEs #8 & 9 due *Sept. 30: Last day to withdraw from fall/winter courses with a full fee adjustment
Tues., Oct. 1	My “Grammar I” resources on cuLearn	*NBE #10 due
Thurs., Oct. 3	Acheson, Chapter 3 (pp. 35–53); P. B. Shelley, “England in 1819” (CP)	*NBEs #11 & 12 due
Tues., Oct. 8		Office hour visits
Thurs., Oct. 10		Library scavenger hunt
Tues., Oct. 15	Lord Byron, “Darkness” (CP)	*Grammar Quiz #1 (2.5%) *NBE #13 due
Thurs., Oct. 17	Walt Whitman, “Beat! Beat! Drums!”; W. B. Yeats, “The Second Coming” (CP)	*2 nd Portfolio assignment (3%) due *NBEs #14 & 15 due
Oct. 21 – 25		***Fall Reading Week; no class or office hours***
Tues., Oct. 29	Acheson, Chapters 6 & 7 (pp.83–109)	*NBE #16 due
Thurs., Oct. 31	Thomas Hardy, “The Darkling Thrush”; T. S. Eliot, “The Love Song of J. Alfred Prufrock” (CP)	*3 rd Portfolio assignment (1%) due *NBE #17 & 18 due
Tues., Nov. 5	Eliot, “Prufrock,” con’t (CP)	*In-class peer review #1—Essay #1
Thurs., Nov. 7	Acheson, Chapter 8 (pp.111–19)	*4 th Portfolio assignment (3%) due *NBE #19 due *Nov. 8: Last day to submit, to the Paul Menton Centre, Formal Examination Accommodation Forms for December examinations

Tues., Nov. 12	Acheson, Chapter 9 (pp.123–41); my “Grammar II” resources on cuLearn	*NBE #20 due
Thurs., Nov. 14	Sample student paper(s) on cuLearn	
Tues., Nov. 19	My “MLA Style” resources on cuLearn; Acheson, chapter 10 (pp.143–55)	*Grammar Quiz #2 (2.5%) *NBEs #21 & 22 due MLA Style, 8 th edition
Thurs., Nov. 21	Wise & Walker, “Introduction: Reading Drama” and Glossary (ARES)	*NBE #23 due
Tues., Nov. 26	Samuel Beckett, <i>Happy Days</i>	*NBE #24 due
Thurs., Nov. 28	Beckett, <i>Happy Days</i> , con’t	*Essay #1 (10%) due
Tues., Dec. 3		Review & catch-up
Thurs., Dec. 5		Review & catch-up *Dec. 6: Last day of fall term classes; classes follow the Monday schedule. Also the last day for handing in term work
Dec. 9 – 21	(After the exam, start reading George Orwell, <i>Animal Farm</i>)	*Midterm Exam (15%) *Grades released for Fall Term Participation (5%) and Notebook Assignment (7.5%) Exam period

Winter Term

Date	Readings	Other Topics, Important Dates
Tues., Jan. 7		Midterm exam review
Thurs., Jan. 9	Review “Grammar I” and “Grammar II” materials (cuLearn)	Grammar refresher
Tues., Jan. 14	Lynch & Rampton, “Introduction” and Glossary (ARES)	*NBE #1 due
Thurs., Jan. 16	Shirley Jackson, “The Lottery” (CP)	*5th Portfolio assignment (1%) due *NBE #2 due *Last day for registration and course changes for winter courses
Tues., Jan. 21	George Orwell, <i>Animal Farm</i>	*NBE #3 due
Thurs., Jan. 23	Orwell, <i>Animal Farm</i> , con’t	
Tues., Jan. 28	Acheson, Chapter 4 (pp.55–67); sample student paper(s) on cuLearn	*NBEs #4 & 5 due
Thurs., Jan. 30	Sample student papers on cuLearn	*Jan. 31: Last day to withdraw from the winter portion fall/winter courses with a full fee adjustment
Tues., Feb. 4	Harlan Ellison, “‘Repent, Harlequin!’ Said the Ticktockman” (CP)	*NBE #6 due
Thurs., Feb. 6	Kurt Vonnegut Jr., “Harrison Bergeron” (CP)	*NBE #7 due
Tues., Feb. 11	Robert Silverberg, “Caught in the Organ Draft” (CP)	*6th Portfolio assignment (3%) due *NBE #8 due
Thurs., Feb. 13	Ursula K. Le Guin, “The Ones Who Walk Away from Omelas” (CP)	*NBE #9 due

Feb. 17 – 21	(Start reading Margaret Atwood, <i>The Handmaid's Tale</i>)	***Winter Reading Week; no class or office hours***
Tues., Feb. 25	Margaret Atwood, <i>The Handmaid's Tale</i>	*NBE #10 due
Thurs., Feb. 27	Atwood, <i>The Handmaid's Tale</i> , con't	
Tues., Mar. 3	Atwood, <i>The Handmaid's Tale</i> , con't	*In-class peer review #2—Essay #2
Thurs., Mar. 5	Atwood, <i>The Handmaid's Tale</i> , con't	*7th Portfolio assignment (3%) due
Tues., Mar. 10	Scott McCloud, excerpts from <i>Understanding Comics</i> and <i>Making Comics</i> (ARES)	*NBEs #11 & 12 due
Thurs., Mar. 12	McCloud, excerpts from <i>Understanding Comics</i> and <i>Making Comics</i> , con't (ARES)	*Last day to submit, to the Paul Menton Centre, Formal Examination Accommodation Forms for April examinations
Tues., Mar. 17	Miller, Janson, and Varley, <i>Batman: The Dark Knight Returns</i>	*NBE #13 due
Thurs., Mar. 19	Miller, Janson, and Varley, <i>Batman: The Dark Knight Returns</i> , con't	
Tues., Mar. 24	Moore and Gibbons, <i>The Watchmen</i>	*NBE #14 due
Thurs., Mar. 26	Moore and Gibbons, <i>The Watchmen</i> , con't	
Tues., Mar. 31	Moore and Gibbons, <i>The Watchmen</i> , con't	
Thurs., Apr. 2		*Essay #2 (15%) due Review & catch up
Tues., Apr. 7		Review & catch up *Last day of winter term classes & for academic withdrawal from fall/winter courses. Also the last day for handing in term work.
Apr. 12 – 27		*Final Exam (15%) *Grades released for Winter Term Participation (5%) and Notebook Assignment (7.5%) Exam period